Michigan Department of Education - Office of School Improvement

Michigan School Improvement Framework & Advanc-ED Standards Assessment Report

Cross Walk of EdYES! Performance Indicators YES!
August, 2007



<u>Michigan Department of Education - School Improvement Framework</u>

Strand I - Teaching for Learning I. Teaching for Learning: 1. Curriculum: A. Aligned, Reviewed, Monitored:

KC 2. Standards Alignment: The local curriculum framework is based upon and organized around the adopted state and local curriculum documents.

AdvancED - Standards Assessment Report:

Standard 3: Teaching for Learning:

3.1: Develops and implements curriculum based on clearly defined expectations for student learning.



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Strand I. Teaching for Learning: 1. Curriculum: B. Communicated

KC 1. Staff: Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to the other.

AdvancED - Standards Assessment Report:

Standard 3: Teaching for Learning:

3.7: Provides for articulation and alignment between and among all levels of schools).



Strand I. Teaching for Learning: 1. Curriculum: B. Communicated

KC 2. Students: The school makes a concerted effort to assure that all students have a clear understanding of what they are studying and why they are studying it.

AdvancED - Standards Assessment Report:

Standard 3 - Teaching for Learning:

4.5 - Communicates the results of student performance and school effectiveness to all stakeholders.



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Strand I. Teaching for Learning: 2. Instruction: A. Planning

KC 1. Content Appropriateness: The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

AdvancED - Standards Assessment Report:

Standard 3: Teaching for Learning:

3.7 - Provides for articulation and alignment between and among all levels of schools.



Strand I. Teaching for Learning: 2. Instruction: A. Planning

KC 2. Developmental Appropriateness: Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students that results in a curriculum that allows students to derive meaning from all of their educational experiences.

AdvancED - Standards Assessment Report:

Standard 3: Teaching for Learning -

- **3.5** Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity.
- 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices.



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Strand I. Teaching for Learning: 2. Instruction: A. Planning

KC 3. Reflection and Refinement: A collaborative culture that incorporates a philosophy of continuous improvement exists at the school. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

AdvancED - Standards Assessment Report:

Standard 3: Teaching for Learning:

- **3.3** Gathers, analyze, and uses data and research in making curricular and instructional choices.
- 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes



Strand I. Teaching for Learning: 2. Instruction: B. Delivery

KC 1. Delivered Curriculum: The school assures that students have the supports they need to meet the required standards/expectations. Teachers expect and provide opportunities for students to use many and varied approaches to demonstrate competency. The school continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

AdvancED - Standards Assessment Report:

Standard 3: Teaching for Learning:

- 3.8 Implements interventions to help students meet expectations for student learning.
- **3.2** Promotes active involvement of students in the learning process, including opportunities for them to explore application of high order thinking skills and investigate new approaches to applying their learning.
- **3.5** Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity.



Strand I. Teaching for Learning: 2. Instruction: B. Delivery

KC 2. Best Practice

There is a strong belief within the school community that all students can succeed. This is demonstrated in the broad use at both the school and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

AdvancED - Standards Assessment Report:

Standard 3: Teaching for Learning:

- **3.11** Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program.
- **3.2** Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher order thinking skills and investigate new approaches to applying their learning).
- 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice.
- **3.5** Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity.
- **3.8** Implements interventions to help students meet expectations for student learning).

Standard 5: Resource and Support Systems -

5.10 - Provides appropriate support for students with special needs.



- Strand I. Teaching for Learning: 2. Instruction: B. Delivery
 - **KC 3. Student Engagement:** School staff believes that active student engagement is a key feature of their school and there is an expectation that all teachers at the school will design lessons and assessments that engage their students.

AdvancED - Standards Assessment Report:

Standard 3: Teaching for Learning:

- **3.2** Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher order thinking skills and investigate new approaches to applying their learning.
- **3.5** Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity.



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- Strand I. Teaching for Learning: 3. Assessment: A. Aligned to Curriculum and Instruction
 - **KC 1. Alignment/Content Validity:** Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

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Standard 4: Documenting & Using Results:

4.1 - Establishes performance measures for student learning that yield information that is reliable, valid, and bias free.



Strand I. Teaching for Learning: 3. Assessment: A. Aligned to Curriculum and Instruction

KC 3. Multiple Measures: The school views student assessment as an essential component in the monitoring of student achievement and incorporates into daily practice aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments. In addition, teachers use frequent formative assessment activities to inform instruction.

AdvancED - Standards Assessment Report:

Standard 4: Documenting and Using Results:

- **4.2** Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning.
- 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes).



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Strand II. Leadership: 1. Instructional Leadership: A. Educational Program

 $\hbox{KC 1. Knowledge of Curriculum, Instruction and Assessment}: \\$

School leaders are regarded as experts within and outside their school and are frequently consulted by others who are making decisions regarding curriculum, instruction or assessment.

AdvancED - Standards Assessment Report:

Standard 2: Governance & Leadership -

2.1 - Establishes policies and procedures that provide for the effective operation of the school.



Strand II. Leadership: 1. Instructional Leadership: A. Educational Program

KC 5. Knowledge of Adult Learning: School leaders have a strong belief in the value of developing and sustaining professional learning communities. The enhancement of professional knowledge and growth is supported as well as modeled by the leaders themselves.

AdvancED - Standards Assessment Report:

Standard 2: Governance & Leadership -

2.5 Fosters a learning community.



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Strand II. Leadership: 1. Instructional Leadership: A. Educational Program

KC 7. Focus on Student Results: School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

AdvancED - Standards Assessment Report:

Standard 4: Documenting and Using Results -

- **4.3** Uses student assessment data for making decisions for continuous improvement of teaching and learning processes.
- 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness).



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Strand II. Leadership: 1. Instructional Leadership: B. Instructional Support

KC 1. Monitoring: School leaders have a visible presence throughout the school. They have a well-established system for monitoring instruction, guiding school improvement and assessing school climate.

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Standard 3: Teaching and Learning -

3.9 - Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning.



- II. Leadership: 1. Instructional Leadership: B. Instructional Support
 - **KC 4. Clear Expectations:** School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.

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Standard 6: Stakeholder Communications & Relationships -

6.4 - Communicates the expectations for student learning and goals for improvement to all stakeholders.

Standard 2: Governance and Leadership -

2.9 - Responds to community expectations and stakeholder satisfaction.



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- II. Leadership: 2. Shared Leadership: A. School Culture and Climate
 - **KC 4. Collaborative Inquiry:** A spirit of collaboration, inquiry, risk-taking, and reflective practice is incorporated into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

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Standard 2: Governance & Leadership -

- 2.6 Provides teachers and students opportunities to lead
- **2.5** Fosters a learning community



Strand II. Leadership: 2. Shared Leadership: A. School Culture and Climate

KC 5. Data-Driven Culture: All decisions affecting student achievement are based on data. All instructional staff is involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

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Standard 2: Governance & Leadership -

2.4 - Employs a system that provides for analysis and review of student performance and school effectiveness.



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II. Leadership: 2. Shared Leadership: A. School Culture and Climate

KC 6. Collaborative Decision-Making Process: Membership on the school improvement committees is a common expectation for all teachers, administrators, and support staff. Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.

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Standard 7: Commitment to Continuous Improvement –

7.2 - Engages stakeholders in the processes of continuous improvement.

Standard 2: Governance and Leadership:

2.6 - Provides teachers and students opportunities to lead.



Strand II. Leadership: 2. Shared Leadership: B. Continuous Improvement

KC -4. Monitored: Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff frequently collaborates to make adjustments in the plan based upon the data analyzed.

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Standard 7: Commitment to Continuous Improvement –

- **7.5** Monitors and communicates the results of improvement efforts to stakeholders.
- **7.6** Evaluates and documents the effectiveness and impact of its continuous process of improvement.

Standard 2: Governance & Leadership -

2.4 - Employs a system that provides for analysis and review of student performance and school effectiveness.

Standard 4: Documenting & Using Results -

4.3 - Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance).

Education YES! 21

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Strand II. Leadership: 3. Operational and Resource Management: A. Resource Allocation

KC 4. Time: Decisions regarding the allocation of instructional time and planning time are data-driven and focused on the attainment of school goals. School leaders develop the weekly schedule with a high priority placed on collaborative team planning time within the school day.

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Standard 3: Teaching & Learning -

3.6 - Allocates and protects instructional time to support student learning.



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Strand III. Personnel and Professional Learning: 1. Personnel Qualifications: B. Skills, knowledge and dispositions

KC 1. Content Knowledge: Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.

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Resource & Support Systems -

- **5.2** Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience.
- **5.3** Ensures that all staff participates in a continuous program of professional development.



Strand III. Personnel and Professional Learning: 2. Professional Learning: A. Collaboration

KC 1. Staff Participates in Learning Teams: Professional development is seen as a collaborative staff activity. Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.

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Governance & Leadership -

2.5 - Fosters a learning community.



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Strand III. Personnel and Professional Learning: 2. Professional Learning: B. Content and Pedagogy

KC 1. Uses Best Practices: Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

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Standard 3: Teaching & Learning -

3.4 - Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice.



Strand III. Personnel and Professional Learning: 2. Professional Learning: B. Content and Pedagogy

KC 3. Induction / Mentoring / Coaching: To enhance the quality of instruction at the school, each new staff member participates in an extensive induction program prior to the beginning of school. A mentor/coach with common responsibilities is assigned to each new staff member and maintains a mentoring relationship over time

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Standard 5 - Resource & Support Systems -

5.1 - Recruits, employs, and mentors qualified professional staffs that are capable of fulfilling assigned roles and responsibilities.



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Strand III. Personnel and Professional Learning: 2. Professional Learning: C. Alignment

KC 1. Aligned: Professional development is strategically aligned with the school improvement plan. The expected outcome from these initiatives is an increase in student achievement

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Standard 7: Commitment to Continuous Improvement –

7.4 - Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals.



Strand III. Personnel and Professional Learning: 2. Professional Learning: C. Alignment

KC 2. Job-Embedded: Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.

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Standard 5: Resource & Support Systems -

5.3 - Ensures that all staff participates in a continuous program of professional development.



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Strand III. Personnel and Professional Learning: 2. Professional Learning: C. Alignment

KC 3. Results-Driven: Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

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Standard 2: Governance & Leadership -

2.10 - Implements an evaluation system that provides for the professional growth of all personnel.



Strand IV. School and Community Relations: 1. Parent/Family Involvement: A. Communication

KC 2. Diversity: The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.

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Standard 6: Stakeholder Communications & Relationships -

6.2 - Has formal channels to listen to and communicate with stakeholders.

Strand IV - School and Community Relations



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Strand IV. School and Community Relations: 1. Parent/Family Involvement: B. Engagement

KC 2. Extended Learning Opportunities: The school is seen as a "learning organization" and the parents are an integral part of this philosophy. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

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Standard 6: Stakeholder Communications & Relationships -

6.1 - Fosters collaboration with community stakeholders to support student learning).

6.3 - Solicits the knowledge and skills of stakeholders to enhance the work of the school).



Strand IV. School and Community Relations: 1. Parent/Family Involvement: B. Engagement

KC 3. Decision-Making: The school believes that parents and families are partners in helping students and the schools succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to assure that the demographics of parents in leadership roles represent the diversity of the school population.

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Standard 6: Stakeholder Communications & Relationships -

6.3 - Solicits the knowledge and skills of stakeholders to enhance the work of the school.



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Strand IV. School and Community Relations: 2. Community Involvement: A. Communication

KC 2. Diversity: In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.

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Standard 2: Governance & Leadership -

2.9 - Responds to community expectations and stakeholder satisfaction.



IV. School and Community Relations: 2. Community Involvement: B. Engagement

KC 3. Community Agencies: Community agencies play a key role at the school in providing services to students and families. They work collaboratively and share resources with the school to strengthen the comprehensive network of support.

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Standard 5: Resource & Support Systems -

5.9 - Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning.

Standard 6: Stakeholder Communications & Relationships -

6.1 - Fosters collaboration with community stakeholders to support student learning.



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Strand V. Data and Information Management: 1. Data Management: A. Data Generation Identification and Collection

KC 2. Systematic: There is systematic generation, identification, collection, and storage of relevant data about the operation of the school, including its staff and students.

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Standard 2: Governance & Leadership -

2.4 - Employs a system that provides for analysis and review of student performance and school effectiveness.

Standard 4: Documenting & Using Results -

4.8 - Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations.



Strand V. Data and Information Management: 1. Data Management: A. Data Generation Identification and Collection

KC 4. Multiple Sources: The school generates, identifies, collects, and stores data from many different sources for use in determining the technical quality of the data, supporting more robust analyses, and supporting more accurate data-based decision-making.

AdvancED - Standards Assessment Report

Standard 4: Documenting & Using Results -

4.8 - Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations.

Standard 3: Teaching & Learning -

3.3 - Gathers, analyzes, and uses data and research in making curricular and instructional choices).



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Strand V. Data and Information Management: 1. Data Management: C. Data Support

KC 1. Process: Defined / documented data support processes exist for the use of the data system and the management of the school's data resources.

AdvancED - Standards Assessment Report

Standard 4: Documenting & Using Results –

4.8 - Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations.



Strand V. Data and Information Management: 2. Information Management: A. Analysis and Interpretation

KC 1. Analysis: Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

AdvancED - Standards Assessment Report

Standard 4: Documenting & Using Results -

- **4.6** Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness.
- **4.7** Demonstrates verifiable growth in student performance.
- **4.4** Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance).

Standard 2: Governance & Leadership -

2.4 - Employs a system that provides for analysis and review of student performance and school effectiveness).



Strand V. Data and Information Management: 2. Information Management: A. Analysis and Interpretation

KC 2. Dialogue about Meaning: The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.

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Standard 4: Documenting & Using Results -

4.4 - Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance.



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Strand V. Data and Information Management: 2. Information Management: B. Applications

KC 1. **Dissemination**: The information and meaning resulting from the analysis and interpretation of the school's data is shared in a variety of ways with a broad range of stakeholders in a timely manner

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Standard 6: Stakeholder Communications & Relationships -

6.5 - Provides information about students, their performance, and school effectiveness that are meaningful and useful to stakeholders.

Standard 4: Documenting & Using Results -

4.5 - Communicates the results of student performance and school effectiveness to all stakeholders.

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Strand V. Data and Information Management: 2. Information Management: B. Applications

KC 2. Data-Driven Decision Making: Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

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Standard 4: Documenting & Using Results -

4.4 - Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance.

Standard 3: Teaching & Learning -

3.3 - Gathers, analyzes, and uses data and research in making curricular and instructional choices.